		CONTINUITY						
Mathematics CROSSWALK: Grade Level Expectations for Grades 3-8 to 2007	Is it in the 2007 standards?	Is the	Is the WORDING the same?	WHERE is it found? (Standard, PI, Descriptor)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the GLEs?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?	
MLR								
In the coding, PK-2 is represented by (2), 9-D by (9). If no indic						ecified then the e	ntire indicator is matched to	o the
expectation. Special attention should be paid to implications CLUSTER 1. NUMBERS and OPERATION	or understand.	indicate earne	er indicators pi	erequisite and	iinkea.			
Content Standard A: Number and Number Sense: Students w	ill understand a	and demonstra	te a sense of v	vhat numbers n	nean and ho	w they are used.	Students will be able to:	1
Grade 3								
M1A1.3 Read, write, model, and compare whole numbers using <, >, and = and order numbers up to 9999 and classify numbers as odd or even for numbers up to 9999.	yes	yes	N, 10000	A1(3)	yes	2,3	2,3,4	
M1A2.3 Read, write, model and compare simple fractions with denominators 2,3 and 4		partial, 2007 goes to tenths	no	A3(3)	yes	2,3	2,3,4	
M1A3.3 Demonstrate understanding of the meaning of decimals through hundredths (in money contexts only).	yes	yes	no	A5(4)a	no	2,3	2,3,4	
Grade 4								
M1A1.4 Read, compare, order, classify, and explain whole	yes	yes	no, 2007 uses understand	A4(4), A4(5)	no	2,3	2,3,4	
M1A2.4 Read, compare, order, classify, and explain simple			no, 2007 uses					
fractions through tenths	yes	yes	understand	A3(3)	no	2,3	2,3,4	
M1A3.4 Demonstrate knowledge of the meaning of decimals and integers and an understanding of how they may be used.				A5(4)a, A5(5)a,				
	yes	yes	and itnegers	A6(5)	no	2	2,3,4	

	I	1	I	I	1	T I		
Grade 5								
M1A1.5 Read, compare, order, use, and represent simple			no,					
fractions (halves, fourths, fifths, and tenths with all numerators)			"understand"					
and decimals to hundredths.	yes	yes	and split	A4(3), A5(4)ad	no	2,3	2,3,4	
	J03	<i>y</i> cs	ана эрпс	711(0), 710(1)44	110	2,0	2,5,1	
		partial, rules not						
M1A3.5 Use divisibility rules for 2, 5 and 10.	partial	specified	no	A2(4)ab	no	3	3	
Grade 6								
M1A1.6 Read, compare, order, use and represent fractions,								
(halves, thirds, fourths, fifths, sixths, eighths and tenths with all								
numerators); and compare, order, use and represent decimals to								
thousandths and convert between decimals and percentages.			no, split across	A4(3), A5(5)ad,				
	yes	yes	indicators	A4(6)b	no	2,3	2,3	
	,	,		. ,		,	· · · · · · · · · · · · · · · · · · ·	
M1A3.6 Recognize and apply concepts of prime and composite								
numbers and use divisibility rules for 2, 3, 4, 5, 6, 9 and 10; and		partial,						
recognize and find factors and multiples of natural numbers.		divisibility rules						
recognize and find factors and multiples of natural numbers.		,		14(1) 10(1)		0.0		
	partial	not explicit	no	A1(6), A2(4)	no	2,3	2,3,4	
Grade 7								
M1A1.7 Read, compare, order, use, and represent fractions,		partial, no						
decimals, and percents and convert among different numeral		emphasis on						
forms (limited to terminating decimals for decimal to fraction		conversion, no		A2(6), A4(6)b,				
conversion) and apply concepts of integers, absolute value and								
positive exponents.		explicit absolute		A1(7)b, A2(7)a,		0.0		
	partial	value	no	A4(7)a	no	2,3	2,3,4	
M1A3.7 Apply concepts of ratios in practical or other	VOC	VOC	no	A4(6)a, A3(7)a	no	3	2,3,4	
mathematical situations.	yes	yes	110	A4(0)a, A3(1)a	IIU	3	2,3,4	
Grade 8								
Glaue o								
M1A1.8 Use numbers in a variety of equivalent and								
interchangeable forms (e.g., integer, fraction, decimal, percent,				A1(7), A2(7)a,				
exponential, and scientific notation) in problem-solving.	yes	yes	no	A4(7)a, A1(8)	no	3	2,3,4	
oxponential, and scientific flotation) in problem solving.	<i>y</i> = 3	303	110	πι(/)α, πι(ο)	110	3	2,0,1	
M1A3.8 Apply concepts of ratios, proportions, percents, and								
number theory (e.g. primes, factors, and multiples) in practical			N	0.1//\ 0.4//\				
and other mathematical situations.			No, split among			_		
and other maniemanion endanoris.	yes	yes	many	A3(7), A4(7),	no	3	2,3,4	
<u> </u>	·			·	-			·

Content Standard B: Computation: Students will understand and demonstrate computation skills (no calculator use for straignt computation and numers used in this section should match those listed for Standard A). Students will be able to do:

Out to 0	I	1	I	I	T			 1
Grade 3								
M1B1.3 Solve single and multi-step, real-life problems using addition and subtraction with whole numbers with no number greater than 9999 .	partiial	Partial no multistep specified in 07	no	A2(3)	yes	3	3	
M1B3.3 Develop proficiency with the facts and algorithms of addition and subtraction on whole numbers using mental math and a variety of materials, strategies, and technologies with no number greater than 9999 .	partial	P, no tech, no variety specified in 07	N	A2(3)	yes	3	2,3,4	
Grade 4								
M1B1.4 Solve multi-step, real-life problems using the four operations with whole numbers.	yes	yes	N	A3(4), A2(5), A3(5)	no	3	2,3	
M1B2.4 Solve real-life problems involving addition and subtraction of simple fractions.	yes	yes	no, problem- solving in "understand"	A4(4)a	yes	3	3	
M1B3.4 Develop proficiency with the facts and algorithms of the four operations on whole numbers using mental math and a variety of materials, strategies, and technologies.		no, methods not		A2(3), A3(3),				
tanety of materials, strategies, and testinologies.	partial	specified	no	A3(4)	no	3	3	
Grade 5								
M1B1.5 Compute and model all four operations on whole numbers (1-digit divisor, 3-digit dividend) and addition and subtraction with simple fractions with common denominators and decimals to hundredths and do straight computation with these numbers and operations.	yes	yes	no, split in 2007	A2(3),A3(4), A4(4)a, A5(4)a	no	3	3,4	
M1B2.5 Create, solve, and justify the solution for multi-step, real-life problems involving all four operations on whole numbers (1-digit divisor, 3-digit dividend) and addition and subtraction with simple fractions with common denominators and decimals to hundredths.	yes	yes	no, problem- solving in "understand", wholes and rationals split	A2(3),A3(4), A4(4)a, A5(4)a, A3(5),	no	3,4	3,4	
Grade 6								
M1B1.6 Compute and model all four operations with whole numbers, common fractions and decimals to thousandths, and do straight computation with these numbers and operations. Division limited to 2-digit whole number divisors and 3-digit dividends.	yes	yes	no, split among indicators, problem solving in "understand"	A2(3), A5(2), A4(5), A5(5)bc, A3(6), A5(6)	no	3	2,3,4	

M1B2.6 Create, solve, and justify the solution for multi-step, real-life problems with whole numbers, common fractions and decimals to thousandths, with division limited to 2-digit whole number divisors and 3-digit dividends.	yes	no, 2007 does not separate out mixed numbers	no, split among indicators, problem solving in "understand" and in standard	A2(3), A5(2), A4(5), A5(5)bc,	no	3,4	2,3,4	
Grade 7								
M1B1.7 Compute and model all four operations with whole numbers, fractions (including mixed numerals), decimals, and percents applying order of operations and do straight computation with these numbers and operations.	yes	yes	no, split among indicators, problem solving in "understand" and in standard	A2(3), A5(2), A4(5), A5(5)bc, A3(6), A5(6),	no	3	2,3,4	
M1B2.7 Create, solve, and justify the solution for multi-step, real-life problems with whole numbers, fractions (including mixed numerals), decimals, and percents.	yes	yes	no, split among indicators, problem solving in "understand" and in standard	A2(3), A5(2), A4(5), A5(5)bc, A3(6), A5(6),	no	3,4	2,3,4	
Grade 8								
M1B1.8 Compute and model all four operations with whole numbers, fractions, decimals, sets of numbers, and percents, applying the proper order of operations.	yes	yes	no, split among indicators, problem solving in "understand" and in standard	A2(3), A5(2), A4(5), A5(5)bc, A3(6), A5(6),	no	3	2,3,4	
Note: Includes positive and negative numbers.							·	
M1B2.8 Create, solve, and justify the solution for multi-step, real-life problems including those with ratio and proportion.	yes	yes	no, split among indicators, problem solving in "understand" and in standard	A2(3), A5(2), A4(5), A5(5)bc, A3(6), A5(6),	no	3,4	2,3,4	

Content Standard I: Discrete Mathematics: Students will understa	nd and ap	oply concepts in discre	te mathe	ematics. Students will be	e able to:				
Grade 3									
M1I1.3 Create and use organized lists and Venn diagrams.	no								
Grade 4									
M111.4 Create and use an organized lists, tree diagrams, Venn									
diagrams and networks.	no								
Grades 5 - 8									
Content Standard I. Discrete Mathematics: There is considerable									
overlap with other areas and other aspects are more									
appropriately assessed locally. No Grade Level Expectations in 5	_								
8.									
CLUSTER 2. SHAPE and SIZE									
Content Claudard F. Connector Children will waderstood and annual									
Content Standard E: Geometry: Students will understand and app Grade 3	bly concep	ots from geometry.			1			1	
M2E1.3 Use properties/ attributes (limited to number of sides, number of angles) to identify, describe, and distinguish between									
triangles and rectangles and lengths of sides to identify squares									
as special rectangles.	yes	ves	no	C1(2)b, C1(3)a	no	2	2		
	,	7		- (-)-, - (-)-	1	2	2		
M2E2.3 Identify a line of symmetry for a given shape or answer									
questions about figures based on lines of symmetry, e.g. "which									
of the following shapes have one or more lines of symmetry?"									
	yes	yes	no	C3(4)ab	no	2,3	2,3		
Grade 4									
M2E1.4 Describe, model, and classify shapes and figures using									
applicable properties.	yes	yes	no	C1(3)acd, C1(4)	no	2,3	2,3		
							,-		
								+	
		partial, no							
		generalization							
		in 2007, no							
		similarity at this							
M2E2.4 Experiment with shapes and figures to make		level - not until							
generalizations regarding congruency, symmetry, and similarity.	partial	7	no	C3(4), c(3)7	yes	3,4	2,3		

M2E3.4 Use transformations such as slides, flips, and rotations.	yes	yes	no	C5(5)	yes	3	2,3	
Grade 5								
M2E1.5 Use properties/ attributes (limited to number of sides, number of angles, and length of sides, and lines of symmetry) to classify polygons and draw 2-dimensional shapes.	partial	partial - no classification by symmetry explicitly stated	no, split across	C1(4), C3(4)	no	2,3	2,3	
M2E2.5. Plot non-negative values as points on a number line.	yes	yes	no, positive and negative in 2007	A6(5)a	yes	2	2,3,4	
Grade 6								
M2E1.6 Use properties/ attributes (limited to number of sides, number of angles, and length of sides, lines of symmetry, parallel sides, perpendicular sides, and angles relative to 90°) to classify polygons; and to compare and classify rectangular prisms, including cubes; and triangular prisms and draw 2-dimensional shapes.	partial		no, plit between inddicators, no specific limit on solid figues	C1(4), C1(5)	no	2,3,4	2,3	
M2E3.6 Use ordered pairs as coordinates of points in the first quadrant of a coordinate plane.	yes	yes	no, all quadrants in 2007 at once	C4(5)ab	no	2	2,3	
Grade 7								
M2E1.7 Use properties/ attributes limited to number of vertices, number of edges, number of faces, shapes of faces, and types of angles to identify and distinguish among 3 dimensional figures and draw two- dimensional shapes and three-dimensional figures.		yes	no, explicit factors not listed, 2007 includes sketch	C1(4), C1(5), C1(6)bc	no	2,3	2,3	
M2E3.7 Use a coordinate system to define and locate position.	yes	yes	no	C4(5)ab	no	2	2,3	
Grade 8								

M2E1.8 Compare, classify, and draw two-dimensional shapes and three-dimensional figures.	partial	partial, compare not explicitly stated	no	C1(4), C1(5), C1(6)bc	no	2,3,4	2,3	
M2E2.8 Apply geometric properties to represent and solve real- life problems involving regular and irregular shapes.	yes	yes	no, 2007 includes "determione relationships" in C2(8)	C1(7), C1(8), C2(8)	no	2,3	2,3,4	
M2E3.8 Use a coordinate system to define and locate position.	yes	yes	no	C4(5)ab	no	2	2,3	
Content Standard F: Measurement: Students will understand and Grade 3	demonstrate me	easurement skill	s. Students will	be able to:				
M2F1.3 Solve and justify solutions to real-life problems involving the measurement of time, length, and temperature including using a ruler to measure length to the nearest inch and whole centimeter.	yes	yes	no, selection of tol combined in 2007	C2(2)c*, C2(3), B1(3)b	yes	3,6	2,3,4,6	
*Ruler on grade 3,4 & 5 tests								
M2F2.3 Select appropriate tools and units to measure length, time, and temperature	yes	yes	no, selection of tol combined in 2007	C2(3), B1(3)b	yes	2,3	2,3,4,6	
Grade 4								
M2F1.4 Solve and justify solutions to real-life problems involving the measurement of time, length, area, perimeter, weight, temperature, mass, capacity, and volume.	yes	yes	no	B1(3)b, B1(4)b, B1(5)b; C2(2), C2(3), C2(4), C2(5), C3(5)c	no	3,6	3,6	
M2F2.4- Select measuring tools and units of measurement that are appropriate for what is being measured.	yes	yes	no	B1(3)a, B1(4)a, B1(5)a; C2(2)	no	2	2	
Grade 5								
What was here is combined below.								

M2F2.5 Solve problems involving direct measures of length, distance, elapsed time, temperature, capacity, mass and weight with measures limited to whole numbers (quarters for lengths) including using a ruler to measure length to the nearest quarter inch and whole centimeter.	yes	partial - precison for ruler and whole numbers not stated,	no	B1(5), C2(3)	no	3	2,3,4	
M2F3.5 Find area and perimeter of rectangles with whole numbers (includes formula use) with correct units. Formula sheets as appropriate in all grades.	yes	partial, limits to numbers not stated, use of formula not explicit in 2007	no	C2(3), C2(4)	no	3	2,3,4	
- Cinida di colo do appropriato in ali gradoc.								
Grade 6								
M2F1.6 Perform conversions between inches, feet and yards; seconds, minutes and hours; pounds and ounces; and cups, pints, quarts and gallons.	yes	no, not limited to specifics in 2007	no	B1(6)	yes	3	3	
M2F2.6 Solve problems involving direct measures of length, distance, elapsed time, temperature, capacity, mass and weight.	yes	distance not specified, but it is a length	no	B1(5), C2(3)	no	3	2,3,4	
M2F3.6 Compute the area and perimeter of triangles and rectangles with whole numbers (formula use), and find the volume of rectangular solids using pictures of blocks or gridded diagram with correct units.	yes	yes, but limit to whole numbers not present	no	C2(5),C3(5)a	no	3	2,3,4	
Grade 7								
M2F1.7 Perform conversions between pairs within the following groups: inches, feet, yards, and miles; millimeters, centimeters, meters, and kilometers; cups, pints, quarts, and gallons; milliliters and liters; ounces, pounds and tons; grams and kilograms; seconds, minutes, hours, days, weeks, months, and years.	yes	yes, but list not given	no	B1(6)	no	3	3	
M2F2.7 Solve problems involving unit price, speed and direct measures	yes	yes	no	B1(5), C2(3), B1(8)	no	3	2,3,4	

M2F3.7 Given formulas from which to choose, find areas and perimeters of 2-D shapes (includes circles), and volumes of rectangular solids with rational numbers with correct units.	Voc	Voc	no	C2(6), C3(5)a,b,	c no	2	224	
rectangular solids with rational numbers with correct units.	yes	yes	no	C2(0), C3(3)a,b,	CIIO	3	2,3,4	
Grade 8								
		emphasis on						
M2F1.8 Demonstrate the structure and use of systems of		conversion for		B1(5), B1(6),				
measurements.	partial	structure	no	B2(8)a	no	3	3,4	
M2F2.8 Develop and use concepts that can be measured								
directly, or indirectly (e.g., the concept of rate).	yes	yes	no	B1(8), B2(8)b	yes	3,5	2,3,4	
M2F3.8 Demonstrate an understanding of length, area, volume,								
and the corresponding units, square units, and cubic units of				C2(3), C2(4),			0.04	
measure.	yes	yes	no	C2(5), C4(9)b	no	2,3	2,3,4	
CLUSTER 3. MATHEMATICAL DECISION MAKING								
Content Standard C: Data Analysis and Statistics: Students will u	nderstand and	d apply concepts o	f data analye	ie Studente will he	a able to:			
Grade 3	nacistana and	а арру сопсерь о	data anaiys	is. Otducins will be	dole to.			
Managa B. J.								
M3C2.3 Read and interpret displays of data: line plots, tables, tally charts, and bar graphs, identifying least frequent, most		partial - no tally						
frequent (mode*), reading, using and comparing values.	partial		no	B2(3), B2(4)	no	2,3,4	2,3,4	
Grade 4								
- Indiana -		yes, but 2007						
		includes create						
M3C2.4 Read and interpret displays of data.	yes	that is in K	no	B2(3), B2(4)	no	2, 3	2,3,4	
Grade 5								
M3C1.5 Organize data to find mode, median and range of a set								
of values.	yes	yes	no	B3(5)	yes	3	3	
Crado 6								
Grade 6								

	1		1					
M3C1.6 Organize data to find modes, medians, means and								
ranges for sets of data and displays: Data displays include								
frequency distributions, tables, line plots, or bar graphs (e.g.,				D0(0)* D0(4)*				
given a bar graph, determine the mode, median, range and				B2(3)*, B2(4)*,				
mean).	yes	yes	no	C4(6)	yes	3	3	
Grade 7								
M3C1.7 Organize data and analyze patterns and trends in data								
using modes, medians, means and ranges for sets of data		no, more						
(emphasis on comparing sets begins). Data displays include lists,		displays						
tables, frequency distributions, line plots, bar graphs or stem and		included in						
leaf plots.	yes	2007	no	B4(6)*, B1(7)	yes	3,4	3,4	
Grade 8								
		yes, but						
M2C1 0 Organiza and analyze data waits a second secolist		quartiles added						
M3C1.8 Organize and analyze data using mean, median, mode,				D4//\ D2/0\		2.4	2.4	
and range.	yes	in 2007	no	B4(6), B3(8)	no	3,4	3,4	
Content Standard D: Probability: Students will understand and ap	nly concent	ts of probability. Stud	lents will	he able to:				
In the following GLEs it is expected that students use area	pry correcp	or probability. Otac	CITICS WIII	be able to.				
and set models.								
Grade 3								
M3D2.3 Recognize and describe the likelihood of the occurrence								
of an event or events using "always", "impossible", "likely", "not								
likely" or "equally likely."	yes	yes	no	B2(7)a	no	2,3	2,3	
							-	
Grade 4								
M3D2.4 Estimate probability from a sample of observed								
outcomes and simulations.	yes	yes	no	B2(7)b	no	2,3	2,3,4	
Grade 5								
M3D1.5 Find the probabilities of simple events and represent				D0/7\				
them as fractions (1/2, 1/3, 2/3, 1/4, 2/4, 3/4 eligible).	yes	yes	no	B2(7)b	no	3	2,3,4	
Grade 6								
M3D1.6 Find the probabilities of simple events and represent	voc	NOC	no	D2/7\h	no	2	0.0.4	
them as fractions (simplest form not needed).	yes	yes	no	B2(7)b	no	3	2,3,4	
M3D4.6 Find the number of arrangements of 3 factors with no								
more than 4 choices per factor (e.g., tree diagram, organized list,								
pictures).	no							
piotorooj.	110							
Crodo 7								
Grade 7								

M3D1.7 Find the probability of simple events and express the								
probability as a fraction or a percentage (percentages limited to				DO(7)		_		
multiples of 10% and 25%).	yes	yes	no	B2(7)	yes	3	2,3,4	
M3D4.7 Apply the idea of permutation in a problem situation with 6 elements or fewer (e.g., how many ways can the four letters in the word "math" be arranged?).	no							
Grade 8								
M3D1.8 Find the probability of simple events and make	V00	NO.	no	D 2 / 7 \	no	2	224	
predictions by applying the theories of probability.	yes	yes	no	B2(7)	no	3	2,3,4	
M3D4.8 Find all possible combinations and arrangements		similar (used in a context to solve some						
involving a limited number of variables.	partial	problems)	no	B4(8)c	yes	3	3	
Content Standard J. Mathematical Reasoning: Due to the diffiperformance indicators, no indicators from Standard J are inc		easuring the Reaso	oning Indicato	rs independentl	y of other co	ntent and the re	asoning that is im	plied in other
performance indicators, no indicators from Standard 3 are inc	iuaea.							
CLUSTER 4. PATTERNS								
OLOGIEK 4.1 ATTEKNO								
Content Standard G: Patterns, Relations, and Functions: Stu	dents will	understand that m	athematics is	the science of	oatterns, relat	ionships, and f	unctions. Studen	ts will be able to:
Grade 3					,			
M4G1.3 Determine the next term or missing terms in patterns			no, "missing term" not stated, but in	5.1(0)				
with numbers or shapes.	yes	yes	create	D4(3)	yes	3, 4	2,3,4	
M4G2.3 Translate real-life situations into addition and subtraction sentences.	yes	yes, but 2007 includes evaluate	no	D1(4)	no	3	2,3,4	
Grade 4								
M4G1.4. Use the patterns of numbers, geometry, and a variety of				D4(3), D3(4),	no, graphs			
graphs to solve a problem.	yes	yes	no	D3(5)	in 5	3	3,4	
M4G2.4 Use variables and open sentences to express								
relationships.	yes	yes	no	D1(4)	yes	3	3	
Grade 5								
Glade 5								

M4G1.5 Translate real-life situations into addition, subtraction,							
	yes	yes	no D1(5)	yes	3	3	
	, , ,	700	3 (6)	, , ,	3	3	
M4G3.5 Solve problems involving linear patterns in tables, graphs, words or rules using whole numbers.	yes	yes	no, "solve problems" not explicit, replaced with analyze and represent; not explicitly limited to linear in 2007 D3(5)	yes	3	3,4	
Grade 6							
M4G1.6 Translate real-life situations into addition, subtraction, multiplication, and division sentences with whole numbers (mix of operations included).	yes	yes	no, expressions in 2007 and solve with equations include sentences D1(6)a, D2(6)	yes	2,3	2,3	
M4G3.6 Solve problems involving linear patterns in the form of tables, graphs, words, rules and equations using whole numbers, decimals to hundredths and simple fractions. Grade 7	yes	yes	no, no explicit limit on number type, but should be similar D3(6)a	yes	3	3,4	
			no, no limit on steps, expressions and equations separate, and				
M4G1.7 Translate real-life linear situations into equations (limited to one step).	yes	yes	evaluate in in 2007 D1(7), D2(7)	yes	3	3,4	
M4G3.7 Solve problems involving linear patterns in the form of tables, graphs, words, rules or equations using rational numbers (including signed values).	yes	yes	D3(6), D(3)7, D(8)c	no	3	3,4	

Grade 8								
M4G1.8 Describe and represent relationships with tables, graphs, and equations.	yes	no, formulas and diagrams added in 2007	no	D3(6), D3(7), D3(8)	no	3	2,3,4	
M4G3.8 Use patterns and multiple representations to solve problems.	yes	yes	no, patterns not explicit in 2007, but implicit		no	3	2,3,4	
			. 0. 1					·
Content Standard H: Algebra Concepts: Students will unders Grade 3	and and ap	pply algebraic cond	cepts. Studen	is will be able to): 			
M4H2.3 Solve for a missing number or find the replacement for a symbol in addition and subtraction sentences using whole numbers.	yes	yes	no	D2(3)	yes	3	3	
Grade 4								
M4H1.4 Develop and evaluate simple formulas in problem-solving contexts.	yes	yes	no	D1(4)	yes	3	3	
M4H2.4 Find replacements for variables that make simple number sentences true.	yes	yes	no	D2(4)	yes	3	3	
Grade 5								
M4H1.6 Evaluate formulas with no more than 2 variables using whole numbers.	yes	yes	no, no limit to 2 variables	D1(5)	yes	3	3	
M4H6.5 Solve one-step equations using addition, subtraction, or multiplication with a variable. Values for variables are limited to whole numbers.	yes	yes	no, examples given	D2(5)	yes	3	3	
Grade 6								
M4H1.6 Evaluate formulas with no more than 3 variables using the computation specified in M1B1.6.	yes	yes	no	D1(6)	yes	3	3	
M4H6.6 Solve one-step equations using whole numbers with all four operations.	yes	yes	no	D2(5)	no	3	3	
Crado 7								<u> </u>
Grade 7								

the computation specified in M1B1.7. yes yes in 2007 D1(6), D1(7) no 3 3 3 M4H4.7 Graph inequality statements on a number line. yes yes stated explicitly D3(8)c no 3 2,3,4 M4H6.7 Solve two-step equations using integers and positive rational numbers. yes yes no D2(7)a yes 3 2,3 Grade 8 No. so broad in M4H1.8 anything could D1(6), D1(7), no 3 3 2,3,4 M4H1.8 Use concepts of variables and expressions. yes yes iff here D1(6), D1(7), no 3 3 2,3,4 M4H3.8 Analyze tables and graphs to identify properties and relationships in a practical context. yes yes no D3(6), no 4 2,3,4, and relationships in a practical context. M4H4.8 Use graphs to represent two-variable equations. yes yes level D3(8), D(2)9 no 3 2,3,4 Content Standard K, Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Grade 4					1		I		
M4H6.7 Solve two-step equations using integers and positive rational numbers. M4H6.7 Solve two-step equations using integers and positive rational numbers. M4H6.8 Solve two-step equations using integers and positive yes yes no D2(7)a yes 3 2,3 M4H1.8 Use concepts of variables and expressions. M5 yes yes no D3(0), D1(7), no 3 2,34 M6H1.8 Find solutions for unknown quantities in linear equations. M6H1.8 Find solutions for unknown quantities in linear equations and inequalities. M6H1.8 Find solutions for unknown quantities in linear equations and inequalities. M6H1.8 Find solutions for unknown quantities in linear equations yes yes yes yes level D3(8), D(2)9 no 3 2,3,4 Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students	M4H1.7 Evaluate formulas with no more than 3 variables using the computation specified in M1B1.7.	yes	yes	values included		no	3	3	
rational numbers. yes yes no D2(7)a yes 3 2,3 Grade 8 no, so broad in M4H1.8 Use concepts of variables and expressions. yes yes no D3(6), D1(7), no 3 2,3,4 M4H3.8 Analyze tables and graphs to identify properties and relationships in a practical context. M4H4.8 Use graphs to represent two-variable equations. yes yes no D4(8)C yes 3 2,3,4 M4H4.8 Use graphs to represent two-variable equations. yes yes no D4(8)C yes 3 2,3,4 M4H4.8 Use graphs to represent two-variable equations. yes yes no D4(8)C yes 3 2,3,4 Content Standard K. Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships. Students will be able to: Grade 3 Grade 4 M4K1.3 Complete tables, bar graphs and pictographs. yes yes no B2(3); B2(4) no 3 2,3,4 Grade 4 M4K1.4 Use simple tables and graphs to communicate ideas and information in a concise and clear manner. yes yes no B2(3); B2(4) no 3 2,3,4	M4H4.7 Graph inequality statements on a number line.	yes	yes		D3(8)c	no	3	2,3,4	
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Grade 3 M4K1.3 Complete tables, bar graphs and pictographs. yes yes yes yes yes yes yes y	M4H6.8 Find solutions for unknown quantities in linear equations and in simple equations and inequalities.	yes	yes	not until 9-D		no	3	2,3,4	
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Grade 5	M4K1.4 Use simple tables and graphs to communicate ideas and information in a concise and clear manner.	yes	yes	no	B2(3); B2(4)	no	3	2,3,4	
	Grade 5								

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C3(7) using scale drawings and enlarging and reducing			
figures			
C3(8) Pythagorean Theorem			
C4(8) Surface area			
C5(6) using scale drawings in measurement			
D1(8)1 manipulate expressions			
D2(7)b convert to 0=ax+b form			
D3(5) use of diagrams			
D3(7)c interpret slope and intercept			
D(4)8 use of y=kx+b to this depth			
% increase or decrease # of Standards			
10 to 4 -60%			
% increase or decrease # of Performance Indicators			
105 to 84 -20%			